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ABSTRACT

This book describes instructional methods for teaching basic self-determination skills to students with disabilities. The first section provides an introduction to self-determination as an educational and transition outcome, discusses the impetus for an educational focus on self determination, and describes the relationships between transition services and self-determination. Section 2, "Promoting Autonomous Behavior," provides instructional strategies for teaching independence, risk taking, and safety skills; assessing preferences and teaching choicemaking; and social problem-solving and decision-making skills. Section 3, "Promoting Self-Regulated Behavior," describes how to teach self-monitoring, self-evaluation, self-reinforcement, self-instruction skills, and goal setting and task performance. Section 4, "Promoting Self-Advocacy and Leadership Skills," discusses how to teach assertiveness and effective communication skills, leadership, teamwork and general self-advocacy skills, and self-advocacy through student involvement. Section 5, "Promoting Self-Realization and Psychological Empowerment," provides strategies to promote student self-awareness, self-knowledge, positive perceptions of control in the classroom, and self-efficacy and outcome expectations. The final section provides a description of strategies and methods that will enable teachers to promote self-determination through all phases of the transition process. (Each chapter includes references.) (CR)

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